



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 31361809  
SAU: Cutler School Department  
School: Bay Ridge Elementary

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

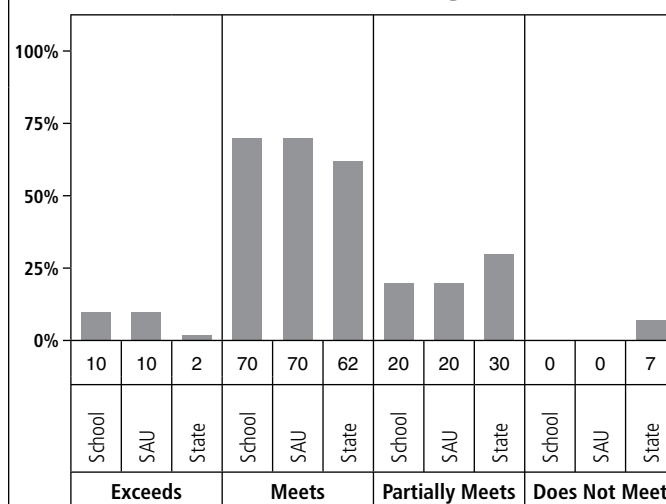
SAU: Cutler School Department

School: Bay Ridge Elementary

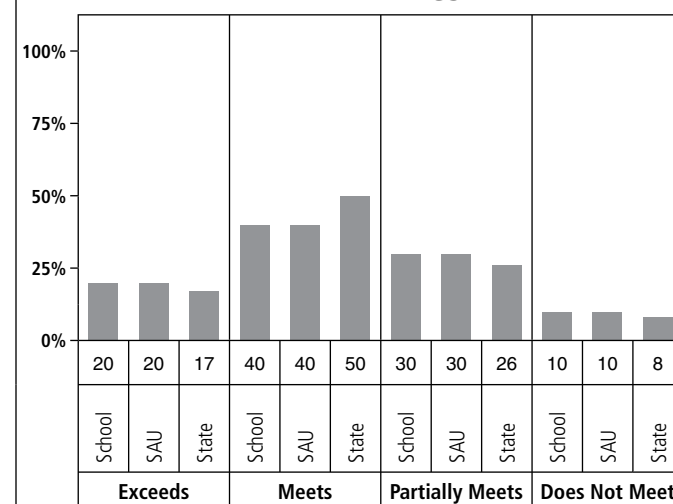
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b> 2005–2006 2006–2007 <b>2007–2008</b> Cum. Avg. *	353  <b>349</b>	  <b>349</b>	345 345 <b>344</b> 345
<b>Mathematics</b> 2005–2006 2006–2007 <b>2007–2008</b> Cum. Avg. *	361  <b>347</b>	  <b>347</b>	344 347 <b>347</b> 346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: Cutler School Department  
 School: Bay Ridge Elementary

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	10	100	10	100	13803	100	10	100	10	100	13714	99	10	100	10	100	13710	99						
<b>Ethnicity</b> African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98						
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99						
Asian or Pacific Islander	1	10	1	10	210	2	1	100	1	100	205	98	1	100	1	100	206	98						
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98						
Caucasian/White	9	90	9	90	12916	94	9	100	9	100	12846	100	9	100	9	100	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	0	0	0	0	2358	17	0	0	0	0	2333	99	0	0	0	0	2329	99						
<b>Current LEP</b>	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98						
<b>Economically disadvantaged</b>	0	0	0	0	5584	40	0	0	0	0	5535	99	0	0	0	0	5530	99						
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	10	100	10	100	10650	77	10	100	10	100	10678	77						
Identified disability (PET/IEP)	0	0	0	0	475	4	0	0	0	0	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
<b>Participation with accommodations</b>	0	0	0	0	2936	21	0	0	0	0	2911	21						
Identified disability (PET/IEP)	0	0	0	0	1735	59	0	0	0	0	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	0	0	0	0	986	34	0	0	0	0	958	33						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	123	1	0	0	0	0	121	1						
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0						
<b>Non-participation – other</b>	0	0	0	0	80	1	0	0	0	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Cutler School Department  
School: Bay Ridge Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0			352	3
	2006-2007					332	2
	2007-2008	1	10	1	10	227	2
	Cum. Total*					911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	7	100			8641	62
	2006-2007					8691	63
	2007-2008	7	70	7	70	8403	62
	Cum. Total*					25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	0	0			3671	27
	2006-2007					3781	27
	2007-2008	2	20	2	20	4018	30
	Cum. Total*					11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	0	0			1163	8
	2006-2007					1021	7
	2007-2008	0	0	0	0	938	7
	Cum. Total*					3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	32.2	70.0	32.2	70.0	27.6	60.0
Literary Text	23	50	16.9	73.5	16.9	73.5	14.1	61.3
Informational Text	23	50	15.3	66.5	15.3	66.5	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Cutler School Department  
 School: Bay Ridge Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	10	1	10	7	70	2	20	0	0	349	10	10	70	20	0	349	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	1										1						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	9	1	11	6	67	2	22	0	0	348	9	11	67	22	0	348	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	0										0						2210	0	32	48	20	338
No	10	1	10	7	70	2	20	0	0	349	10	10	70	20	0	349	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										0						348	1	36	45	19	339
No	10	1	10	7	70	2	20	0	0	349	10	10	70	20	0	349	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	0										0						5450	1	49	39	11	341
No	10	1	10	7	70	2	20	0	0	349	10	10	70	20	0	349	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	10	1	10	7	70	2	20	0	0	349	10	10	70	20	0	349	13581	2	62	30	7	344
<b>Gender</b>																						
Female	5	1	20	4	80	0	0	0	0	353	5	20	80	0	0	353	6567	3	65	27	5	345
Male	5	0	0	3	60	2	40	0	0	345	5	0	60	40	0	345	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	8	0	0	6	75	2	25	0	0	347	8	0	75	25	0	347	2004	0	37	49	14	339
No	2										2						11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	10	1	10	7	70	2	20	0	0	349	10	10	70	20	0	349	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Cutler School Department

School: Bay Ridge Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	70	1	14	5	71	1	14	0	0	351	70	14	71	14	0	351	6	0	43	39	18	340
B. less than one hour	20	0	0	1	50	1	50	0	0	345	20	0	50	50	0	345	79	2	65	28	5	345
C. one to two hours	10	0	0	1	100	0	0	0	0	344	10	0	100	0	0	344	12	2	60	31	7	344
D. more than two hours	0										0						3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	30	0	0	2	67	1	33	0	0	345	30	0	67	33	0	345	29	3	62	28	7	345
B. They match some of what I have learned.	30	1	33	2	67	0	0	0	0	355	30	33	67	0	0	355	48	2	67	27	4	345
C. They match just a little of what I have learned.	30	0	0	2	67	1	33	0	0	349	30	0	67	33	0	349	15	1	56	34	9	343
D. There is no match.	10	0	0	1	100	0	0	0	0	346	10	0	100	0	0	346	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	50	1	20	4	80	0	0	0	0	351	50	20	80	0	0	351	42	3	67	24	6	346
B. good	40	0	0	2	50	2	50	0	0	346	40	0	50	50	0	346	46	1	62	32	5	344
C. fair	10	0	0	1	100	0	0	0	0	350	10	0	100	0	0	350	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	20	1	50	0	0	1	50	0	0	352	20	50	0	50	0	352	22	1	48	38	12	341
B. about the same as my regular schoolwork	50	0	0	4	80	1	20	0	0	349	50	0	80	20	0	349	57	2	68	26	4	346
C. easier than my regular schoolwork	30	0	0	3	100	0	0	0	0	347	30	0	100	0	0	347	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	13	0	0	0	0	1	100	0	0	340	13	0	0	100	0	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	38	0	0	3	100	0	0	0	0	352	38	0	100	0	0	352	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	50	1	25	2	50	1	25	0	0	349	50	25	50	25	0	349	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	10	0	0	1	100	0	0	0	0	344	10	0	100	0	0	344	19	3	65	27	6	346
B. 20 minutes to an hour	30	1	33	2	67	0	0	0	0	355	30	33	67	0	0	355	47	2	68	25	5	346
C. less than 20 minutes	40	0	0	4	100	0	0	0	0	351	40	0	100	0	0	351	19	1	56	35	8	343
D. I rarely read at home.	20	0	0	0	0	2	100	0	0	340	20	0	0	100	0	340	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	40	0	0	2	50	2	50	0	0	345	40	0	50	50	0	345	28	1	56	33	9	343
B. six to ten pages	30	0	0	3	100	0	0	0	0	352	30	0	100	0	0	352	23	1	63	29	7	344
C. eleven or more pages	30	1	33	2	67	0	0	0	0	351	30	33	67	0	0	351	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Cutler School Department  
School: Bay Ridge Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	2	29			1295	9
	2006-2007					1985	14
	<b>2007-2008</b>	<b>2</b>	<b>20</b>	<b>2</b>	<b>20</b>	<b>2277</b>	<b>17</b>
	Cum. Total*					5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	5	71			6852	49
	2006-2007					6990	51
	<b>2007-2008</b>	<b>4</b>	<b>40</b>	<b>4</b>	<b>40</b>	<b>6764</b>	<b>50</b>
	Cum. Total*					20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	0	0			4081	29
	2006-2007					3673	27
	<b>2007-2008</b>	<b>3</b>	<b>30</b>	<b>3</b>	<b>30</b>	<b>3504</b>	<b>26</b>
	Cum. Total*					11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	0	0			1638	12
	2006-2007					1193	9
	<b>2007-2008</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>1044</b>	<b>8</b>
	Cum. Total*					3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.4	62.7	9.4	62.7	9.2	61.3
Cluster 2: Shape and Size	14	29	10.2	72.9	10.2	72.9	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.1	62.0	3.1	62.0	3.2	64.0
Cluster 4: Patterns	14	29	8.5	60.7	8.5	60.7	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Cutler School Department  
 School: Bay Ridge Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	10	2	20	4	40	3	30	1	10	347	10	20	40	30	10	347	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	1										1						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	9	1	11	4	44	3	33	1	11	345	9	11	44	33	11	345	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	0										0						2208	6	35	37	21	338
No	10	2	20	4	40	3	30	1	10	347	10	20	40	30	10	347	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										0						357	8	29	37	26	336
No	10	2	20	4	40	3	30	1	10	347	10	20	40	30	10	347	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	0										0						5452	9	45	33	12	343
No	10	2	20	4	40	3	30	1	10	347	10	20	40	30	10	347	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	10	2	20	4	40	3	30	1	10	347	10	20	40	30	10	347	13584	17	50	26	8	347
<b>Gender</b>																						
Female	5	2	40	2	40	1	20	0	0	356	5	40	40	20	0	356	6565	15	49	27	8	347
Male	5	0	0	2	40	2	40	1	20	338	5	0	40	40	20	338	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	8	0	0	4	50	3	38	1	13	341	8	0	50	38	13	341	2004	5	39	41	15	339
No	2										2						11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	10	2	20	4	40	3	30	1	10	347	10	20	40	30	10	347	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number





# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Cutler School Department  
 School: Bay Ridge Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	70	2	29	2	29	2	29	1	14	349	70	29	29	29	14	349	6	9	40	33	18	340
B. less than one hour	20	0	0	2	100	0	0	0	0	347	20	0	100	0	0	347	79	18	52	24	6	348
C. one to two hours	10	0	0	0	0	1	100	0	0	338	10	0	0	100	0	338	12	16	48	27	8	347
D. more than two hours	0										0						3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	22	0	0	1	50	1	50	0	0	342	22	0	50	50	0	342	37	22	50	22	6	350
B. They match some of what I have learned.	67	1	17	3	50	1	17	1	17	347	67	17	50	17	17	347	46	16	53	25	6	348
C. They match just a little of what I have learned.	11	0	0	0	0	1	100	0	0	340	11	0	0	100	0	340	12	9	44	36	11	342
D. There is no match.	0										0						5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	38	1	33	1	33	1	33	0	0	355	38	33	33	33	0	355	39	25	48	20	7	350
B. good	38	0	0	1	33	1	33	1	33	335	38	0	33	33	33	335	46	14	52	27	7	347
C. fair	13	0	0	0	0	1	100	0	0	340	13	0	0	100	0	340	12	8	49	35	9	343
D. poor	13	0	0	1	100	0	0	0	0	346	13	0	100	0	0	346	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	20	0	0	0	0	1	50	1	50	332	20	0	0	50	50	332	17	7	41	35	17	340
B. about the same as my regular schoolwork	50	2	40	3	60	0	0	0	0	358	50	40	60	0	0	358	59	18	53	24	5	349
C. easier than my regular schoolwork	30	0	0	1	33	2	67	0	0	339	30	0	33	67	0	339	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	22	0	0	1	50	1	50	0	0	343	22	0	50	50	0	343	32	13	47	30	10	345
B. two or three days a week	22	1	50	0	0	1	50	0	0	351	22	50	0	50	0	351	30	20	52	23	5	349
C. two or three times each month	0										0						19	20	53	21	6	350
D. never or almost never	56	0	0	3	60	1	20	1	20	341	56	0	60	20	20	341	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	10	0	0	1	100	0	0	0	0	348	10	0	100	0	0	348	7	5	34	40	20	338
B. two or three days a week	0										0						18	15	50	27	8	346
C. two or three times each month	20	1	50	1	50	0	0	0	0	357	20	50	50	0	0	357	28	21	53	21	4	350
D. never or almost never	70	1	14	2	29	3	43	1	14	344	70	14	29	43	14	344	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	30	0	0	1	33	1	33	1	33	335	30	0	33	33	33	335	16	8	42	36	13	342
B. 30–45 minutes	30	1	33	1	33	1	33	0	0	355	30	33	33	33	0	355	30	14	53	26	7	347
C. 45–60 minutes	20	0	0	1	50	1	50	0	0	344	20	0	50	50	0	344	32	22	51	22	5	350
D. more than 60 minutes	20	1	50	1	50	0	0	0	0	357	20	50	50	0	0	357	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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